



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

40404 North Gavilan Peak Parkway, Anthem, AZ 85086

Deer Valley Unified District

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06	Highly Performing
2004-05	Highly Performing
2003-04	N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Not Met
2004-05	Met
2003-04	N/A

School Improvement Status ^(b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mr. Charles Kevin Imes
 Schedule : 07:00 AM to 04:00 PM
 Grades : 9-11
 Web Address : bchs.dvusd.org
 Phone Number : (623) 445-8600
 Fax Number : (623) 445-8680
 E-mail : kevin.imes@bc.dvusd.org

Mission

The Boulder Creek High School Community will provide a safe learning environment with rigorous academic opportunities for all students to graduate as productive, responsible and contributing citizens.

School / Academic Goals

- ü All students will meet or exceed the standards that are measured by AIMS.
- ü All students will have developed a four year plan, associating with a Career Academy and enrolled in a pathway.
- ü Create and maintain a safe and orderly learning environment.
- ü Provide multidisciplinary learning, work-based service learning opportunities for all students.

Enrollment

October 1, 2005 School Year Student Enrollment : 1349
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 20

Instructional Programs

- ü AP/Honors Program
- ü Integrated Curriculum/Instruction
- ü Small Learning Communities
- ü Standards-Based Instruction
- ü Special Education Inclusion
- ü English Language Learners

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Boulder Creek High School has the responsibility to provide a clean, safe and well equipped learning environment with highly qualified teachers and rigorous academic opportunities for all students. Provide opportunities for the parents and community members to become involved and provide a quality art program, athletics and clubs for all students.

Parents

Support the educational environment by making school a priority. Monitor student work and collaborate with teachers to increase student achievement. Support the school mission. Provide a nurturing home environment that ensures students receive adequate nutrition and rest.

Transportation Policy

The Deer Valley Unified School District provides transportation for high school students who live 1.75 miles from their home school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü DVUSD Pride Award Recipient	2005
ü Rookie Teacher of the Year Finalist	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	413	2531	71130	98	99	95	706	711	701	13	12	23	12	11	13	63	61	51	11	16	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	196	1219	35465	97	99	96	703	711	702	16	12	21	14	11	13	60	60	53	10	17	13
Male	217	1312	35648	99	99	94	709	711	701	11	12	24	11	10	12	66	62	50	13	16	14
African American	NC	91	3868	NC	97	95	NC	697	686	NC	20	33	NC	18	17	NC	56	45	NC	7	6
Hispanic	27	277	25103	100	99	95	683	696	685	37	23	34	11	13	16	48	56	45	4	8	5
Asian/Pacific Islander	NC	100	1805	NC	100	98	NC	726	731	NC	10	9	NC	11	7	NC	52	50	NC	27	34
American Indian/Alaskan Native	NC	23	4241	NC	96	90	NC	694	679	NC	22	39	NC	17	19	NC	57	39	NC	4	3
White	368	2040	36075	97	99	95	708	714	715	12	10	12	12	10	9	64	63	58	12	17	21
Students with Disabilities	37	258	5862	90	92	71	665	667	658	51	53	63	22	21	15	27	26	20	NA	1	2
Students without Disabilities	376	2273	65268	99	100	98	710	716	705	10	7	19	11	10	12	66	65	54	13	18	15
Limited English Proficient Students	NC	44	4859	NC	96	93	NC	668	662	NC	55	64	NC	14	15	NC	30	20	NC	2	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	25	164	22957	89	96	93	697	696	685	28	27	34	12	15	17	56	50	44	4	8	5
Non-Economically Disadvantaged	388	2367	48173	98	99	96	707	712	709	12	11	17	12	10	11	63	62	55	12	17	18

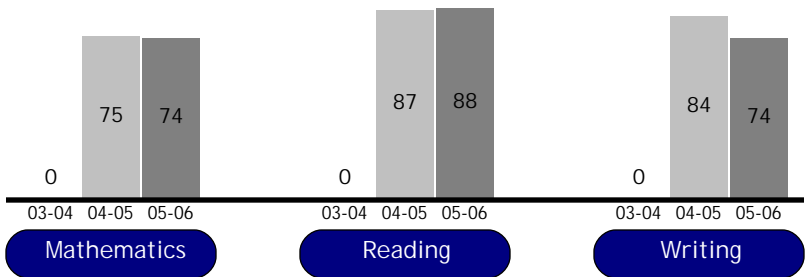
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	408	2572	73018	96	100	97	723	719	703	0	2	6	12	12	23	77	74	64	11	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	189	1226	36181	95	99	97	726	724	708	NA	2	4	11	11	21	77	73	65	12	14	9
Male	219	1346	36816	97	100	96	720	714	699	1	3	7	12	14	24	77	75	62	10	8	7
African American	NC	92	3976	NC	99	96	NC	700	689	NC	12	8	NC	17	29	NC	67	59	NC	3	3
Hispanic	26	277	25801	100	99	96	696	699	683	NA	5	10	38	23	34	62	67	53	NA	4	3
Asian/Pacific Islander	NC	100	1812	NC	100	98	NC	716	722	NC	4	3	NC	16	15	NC	67	66	NC	13	16
American Indian/Alaskan Native	--	23	4389	--	92	93	--	698	675	--	NA	9	--	26	42	--	70	47	--	4	1
White	367	2078	37024	96	100	97	726	723	721	1	2	2	10	10	12	78	76	73	12	12	13
Students with Disabilities	30	267	7170	67	93	85	678	668	654	7	15	23	33	42	47	60	42	29	NA	1	1
Students without Disabilities	378	2305	65848	100	100	98	726	724	708	NA	1	4	10	9	20	79	78	67	11	12	9
Limited English Proficient Students	NC	46	5099	NC	98	95	NC	641	641	NC	30	29	NC	57	59	NC	13	12	NC	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	26	164	23912	96	97	94	705	698	681	NA	2	10	23	26	36	73	68	52	4	5	2
Non-Economically Disadvantaged	382	2408	49106	96	100	98	724	720	714	1	3	4	11	11	16	77	75	69	11	11	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	424	2589	72810	100	100	96	696	695	685	2	3	6	24	24	30	69	67	58	5	6	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	200	1236	36111	100	100	97	705	704	695	1	2	4	18	16	23	74	73	65	8	9	8
Male	224	1353	36678	100	100	95	689	686	674	3	4	9	29	31	36	65	61	52	3	4	3
African American	NC	93	3962	NC	100	96	NC	684	675	NC	4	8	NC	27	33	NC	67	55	NC	2	3
Hispanic	26	278	25735	100	100	96	684	683	669	4	5	10	42	36	41	54	56	48	NA	3	2
Asian/Pacific Islander	NC	100	1809	NC	100	97	NC	696	704	NC	5	4	NC	22	19	NC	63	65	NC	10	13
American Indian/Alaskan Native	NC	22	4370	NC	88	92	NC	690	670	NC	5	9	NC	23	39	NC	73	50	NC	NA	2
White	381	2094	36915	100	100	97	697	697	697	2	2	3	23	22	21	70	68	67	6	7	8
Students with Disabilities	45	284	7071	100	99	84	662	648	634	9	17	24	47	53	53	44	30	21	NA	0	1
Students without Disabilities	379	2305	65739	100	100	98	700	700	689	1	1	4	21	20	27	72	71	62	6	7	6
Limited English Proficient Students	NC	47	5046	NC	100	94	NC	615	621	NC	34	31	NC	57	56	NC	9	12	NC	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	27	165	23814	100	98	94	695	684	667	NA	4	10	30	32	41	70	61	47	NA	4	2
Non-Economically Disadvantaged	397	2424	48996	100	100	97	696	695	693	2	3	4	23	24	24	69	67	64	6	6	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	--	--	NA	42	100	61	60	51	97	65	63	52
	Language	--	--	50	42	100	59	58	50	97	61	59	50
	Mathematics	--	--	71	63	100	57	58	50	97	59	59	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Boulder Creek High School

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Develop School Goals
- Ü Develop a Continous Improvement Plan
- Ü Monitor Implementation of CIP
- Ü Evalaute the Impact of the CIP
- Ü Award grants to support the CIP
- Ü Manage resources

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	60.00
Other Professional Staff	8.50	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	18	7	0	0
4 to 6 years	7	4	0	0
7 to 9 years	5	5	0	0
10 or more years	8	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	210
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Highly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Public Library
- Ü Performing Arts Center
- Ü Two Gymnasiums

Extracurricular Activities

- Ü Fellowship Of Christian Athletes
- Ü SADD
- Ü Key Club
- Ü Art Club
- Ü Student Government
- Ü Sports
- Ü National Honors Society
- Ü Drama

Social Services

- Ü Crisis Intervention
- Ü Recreation Activities and Camps
- Ü Peer Mediation
- Ü Health Services
- Ü Community Education

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Parent and Community Involvement- A Parent Teacher Association (PTA) was established and includes over 100 parent members.
- ü All students developed a four year plan, associated with a Career Academy and enrolled in a pathway.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Boulder Creek High School has included school safety as part of our mission. The following strategies are in place to create and maintain a positive and safe learning environment: Closed Campus, Closed circuit video surveillance, Security monitors, Silent Witness Program and Maricopa County Sheriff's Deputy. There is a Peer Mediation program and Peer Mentoring program developed and implemented. All students review and have knowledge of the DVUSD Student's Rights and Responsibilities.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

22

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	C. Kevin Imes	(623) 445-8604
Transportation Policy	Nick Portnova	(623) 445-5072
Community Resources	Sandi Hicks	(623) 445-5011
School Nutrition Programs	Geoff Habgood	(623) 445-4984
Parent Organization	Myong Covert	(623) 551-4321
Student Health/Nurse	Sonja Soto	(623) 445-8610

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 1389 Copies = \$405.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.